

Saxon Math Algebra 1, 4th Edition – Student Edition

Hardbound textbook. Covers all topics of a 1st year algebra course & builds algebraic foundation essential for students to solve increasingly complex problems. Focuses on algebraic thinking & multiple representations-verbal, numeric, symbolic & graphical.

This program correlates to the KY State Standards (Combined Curriculum Document). A copy of this correlation is available on request and can be found on our website at www.saxonmath.com.

Teacher Edition		
9781602773028		\$95.00
Saxon Math Algebra 1, 4th Edition – Teacher’s Edition		
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ISBN**9781602773011**Contract Price

\$65.00

Grade

8, 9, 10, 11, 12

TYPE

P1

Copyright

2009

AuthorSaxon, an imprint of
HMH Supplemental
Publishers Inc.Edition

4th

ContentHigh School
MathematicsReadability8.8 (Dale-Chall, Fry,
Ragor, Flesch)Accessibility

Nimas

Research<http://saxonpublishers.harcourtachieve.com/HA/Resources/ResourceCenter/RCHome.aspx>

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Evaluation Tool for Basal Instructional Materials
Mathematics (2009 – 2015)

Provided by the Publisher	ISBN 9781602773011		Publisher - Saxon, an imprint of HMH Supplemental Publishers Inc.	
	Saxon Math Algebra 1, 4th Edition – Student Edition			
	Type - P1	Author - Saxon, an imprint of HMH Supplemental Publishers Inc.		
	Copyright - 2009	Edition - 4th	Readability - 8.8 (Dale-Chall, Fry, Ragor, Flesch)	
	Course - High School Mathematics		Grade(s) - 8, 9, 10, 11, 12	
	Teacher Edition ISBN if applicable9781602773028			
Provided by the Publisher				

Overall Recommendation:

Recommended as BASAL

Overall Strengths, Weaknesses, Comments:

if this box is not checked, the evaluators have
chosen NOT recommend as basal

The text includes the POS content for Algebra 1. The text would not be appropriate for any other course. It would be appropriate for the grade levels listed. The text is arranged by lessons rather than in chapter format. The assessments are not provided with the teacher or student text. There is also a website available for student support. The text is not engaging and lacks real-life problems and situations for the students.

NIMAC Accessibility N
Ancillary No
Free with Purchase Yes
Research Yes

<http://saxonpublishers.harcourtachieve.com/HA/Resources/ResourceCenter/RCHome.aspx>

Hardbound textbook. Covers all topics of a 1st year algebra course & builds algebraic foundation essential for students to solve increasingly complex problems. Focuses on algebraic thinking & multiple representations-verbal, numeric, symbolic & graphical.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations Strong Evidence

Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 5 Big Ideas of mathematics to the following extent:

- | | |
|--|-----------------|
| a) Number Properties and Operations | Strong Evidence |
| b) Measurement | Strong Evidence |
| c) Geometry | Not Applicable |
| d) Data Analysis and Probability | Strong Evidence |
| e) Algebraic Thinking | Strong Evidence |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.	Strong Evidence
3) Addresses content-specific skills and concepts from the related Program of Studies standards.	Strong Evidence
4) Content addressed is current, relevant and non-trivial	Strong Evidence
5) Provides opportunities for critical thinking/reasoning	Moderate Evidence
6) Strengths, Weaknesses, Comments: <ul style="list-style-type: none"> • Specific strengths-which areas/concepts are covered exceptionally well? • Specific weaknesses-which areas/concepts would likely require supplementing? <p>The text covers all of the POS content for Algebra 1. The text is arranged by lesson and integrates different topics. There is minimal opportunity for critical thinking or reasoning given the lack of assessment materials.</p>	

B. Functionality & Suitability	Strong Evidence
1) Suitability <ul style="list-style-type: none"> • Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind. 	Strong Evidence
2) Content quality <ul style="list-style-type: none"> • Free from factual errors • Content is presented conceptually when possible—more than a mere collection of facts • Content included accurately represents the knowledge base of the discipline • Theories/scientific models contained represent a broad consensus of the scientific community • Interconnections among mathematical topics 	Strong Evidence
3) Connections to Literacy <ul style="list-style-type: none"> • Employs a variety of reading levels and is grade/level appropriate • Use of multiple representations-concrete, visual/spatial, graphs, charts, etc. • Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles. • Student text provides opportunity to integrate reading and writing • Uses vocabulary that is age and content appropriate • Focuses on critical vocabulary vs. extensive lists • Identifies key vocabulary through definitions in both text and glossary • The text is engaging and facilitates learning • Embedded activities enhance the understanding of the text <p><i>Note: may apply to either student or teacher editions</i></p>	Moderate Evidence
4) Connections to Technology <ul style="list-style-type: none"> • Integrates technology and reflects the impact of technological advances • Uses technology in the collection and/or manipulation of authentic data 	Strong Evidence

- Embeds web links as a mathematics resource.

5) Support for Diverse Learners

Strong Evidence

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
- Challenge for gifted and talented students
- Support for students with learning difficulties

Note: may apply to either student or teacher editions

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

There is support provided for ESL, differentiation, gifted and talented, and students with learning disabilities. There are technology labs included but very little other instruction on calculator use. The reading level is grade appropriate. There is a website include for student help. There is not much opportunity for the student to engage in higher-level thinking and alternative assessment.

C. Supports Inquiry and Skill Development

Moderate Evidence

1) Promotes Inquiry, research and Application of Learning

Moderate Evidence

- Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions, formulating authentic questions to deepen and extend mathematical reasoning.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

2) Skill Development

Moderate Evidence

- Provides opportunities to make sense of all mathematics
- Provides opportunities to recognize, create, and extend patterns.
- Provides opportunities for critical thinking and reasoning.
- Provides opportunities to justify/prove responses.
- Provides opportunities to ask deeper questions.
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

The organization of the book does not allow for cumulative assessments and none are provided in the text. There are activities and technology labs that provide higher-order thinking opportunities. There are few true problem solving opportunities. There is not a lot of diversity in the illustration and charts provided to the students.

D. Supports Best Practices of Teaching and Learning

Moderate Evidence

1) Engages Students

Moderate Evidence

- Includes content geared to the needs, interests, and abilities of all students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

Moderate Evidence

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The diagrams and charts are lacking in quality. They do not engage the students in the material. There are activities provided but they are cumulative in nature. The problems and instruction fail to engage the students in real-life situations and activities. The teacher edition contains class discussions and problem extensions. There are no assessments included with the teacher and student editions.

E. Has an Organization/ Format that Supports Learning and Teaching

Moderate Evidence

1) Organizational Quality

Moderate Evidence

- Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual

- manipulatives) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

Little or No Evidence

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This text is organized in a lesson format. Lessons are integrate to form a cohesive text without chapters. In individual lessons the students are not provided with the objectives for the lesson. There is web-based support and technology labs for the students. The instruction is not engaging and does not involve real-life situations for the most part. The reading level is grade appropriate. There are no essential components beyond the student and teacher text.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

Moderate Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving
- Provides opportunities for intervention.

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The ancillary material for the course includes course assessments, college entrance exam practice, reteaching masters, standardized test prep, prerequisite skills intervention, challenge and enrichment masters, and technology masters.
